College of Dentistry

OUR LADY OF FATIMA UNIVERSITY
Republic of the Philippines

SEAADE PEER REVIEW
AND CONSULTATION VISITATION

18th to 21st January 2015
1. Introduction

The SEAADE Peer Review Visit took place from 18-21 January 2015, at the College of Dentistry premises at the Valenzuela Campus of OLFU, at Valenzuela City, Metropolitan Manila.

The School initiated the Visit by sending a formal request to the Chairman of the SEAADE Peer Review and Consultation Committee. Subsequently they submitted a completed SEAADE Visitation Self-Assessment Document for the Visitors, prior to the Visit.

The Visitors on this occasion were from the SEAADE Visitations Panel as follows:

- Professor TOH Chooi Gait – Dean, School of Dentistry, International Medical University, Malaysia (Chairperson)
- Professor Frederick Charles SMALES – School of Dentistry, International Medical University, Malaysia (Rapporteur)
- Professor LEUNG Wai Keung - Faculty of Dentistry, The University of Hong Kong

The Visit followed a pre-agreed intensive programme, including inspection of facilities, meetings with staff and students, as well as the reviewing of supporting documents. There were formal presentations by the Dean and relevant Heads of Sections. The Panel held several private meetings with various staff and student groups during the Visit to discuss aspects of the undergraduate programme for the final Report.

At the conclusion of the Visit, a summary of the Report was presented verbally to the Dean and members of the School of Dentistry, followed by a short discussion. Subsequently a written version of the Report was sent to the Dean for factual correction and then acceptance. The Dean has the option to have the Report presented in whole or part on the Official Website of SEAADE.

2. Acknowledgement

The SEAADE Peer Review and Consultation Program Visitors wish to extend their sincere thanks and appreciation to Professor Arturo de Leon, the senior leadership of OLFU and the senior management of the College of Dentistry, as well as all academics and administrators for the meticulous organization and warm hospitality they experienced during their visit to the School.
3. The Republic of the Philippines and its Oral Health Needs

The Republic of the Philippines is an archipelago of about 300,000 km$^2$ located between the Philippines Sea and the South China Sea east of Vietnam. The population is currently estimated to be 100 million people, with a median age of 23.2 years.

Surveys report a very high level incidence of dental caries in school children i.e. prevalence of 82% and DMFT of 2.9 among 12-year-old in 2006. A wide prevalence of caries-related lesions and other dental diseases and disorders could be observable in all age groups. Recent reports also indicated that those affected children are also at risk of other preventable diseases/conditions including respiratory tract infection, diarrhoea, low BMI and delayed developments indicating a coordinated comprehensive approach is required for oral health and general health workers to improve the wellbeing of the affected.

There are 43,000 dentists on the national register but only about 22,000 appear to be actively practising in the country. Thus, a realistic estimate of the dentist to population ratio is 1:4000 which can be compared to the USA or Japan where in each case it is about 1:1500.

The oral health needs of the country incumbent upon dental teaching institutions could be summarized as requiring:

‘Trained dental professionals able to collaborate with fellow health care professionals to provide strategic plans to control common oral diseases such as caries in terms of proactive preventive measures as well as skilful in diagnosing and treating these diseases. In doing so to enhance the general wellbeing of all dwellers in the community they serve’.

Currently the Philippines has only one public university, the University of Philippines. It offers an undergraduate program in dentistry as well as a postgraduate orthodontic course. There are 26 private dental colleges that offer undergraduate dental programs including Our Lady of Fatima University (OLFU) Dental College.

The program of study of all including those of the private dental colleges need to comply with the policies and standards set by the Commission on Higher Education, (CHED) and the quality over and above government standards is assessed upon request by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). All graduates of the dental colleges are required to pass a Philippine National Board Examination conducted twice annually to earn their licence to practice in the country. Dental Specialization registration/recognition is taking place by different routes with standardized protocols dependent on particular discipline concern. Dental academics however need the appropriate training and recognitions to assume their proper role and leadership at their education institutes.
4. The Institution

4.1 The University

The University began as a district hospital in 1967 in Valenzuela, then still a municipality of Bulacan. It was subsequently developed by its enlightened founders to become a medical complex training healthcare providers. In 1973, Our Lady of Fatima College of Nursing was founded with the first batch passing 100% three years later in the national Nursing Board Examinations, a pattern for the future.

In 1979 the Fatima Medical Sciences Foundation, including the Fatima College of Medicine was launched. Subsequently medical graduates achieved high pass rates in national examinations confirming the success of the initiative. The 1990s saw moves outside of healthcare to the areas of technology, maritime education, and business.

OLFU is an important member of the group of private Medical Universities in the Republic of the Philippines. Its health science courses include Medicine, Dentistry, Medical Laboratory Science, Nursing, Pharmacy and Psychology. Other non-medical courses include Art and Sciences, Business Administration, Criminology, Hotel and restaurant Management, Maritime Studies and Travel Management.

In 2001 full university status was conferred on the organization with the Commission on Higher Education (CHED) granting Autonomous Status by means of CEB Resolution No.2009, and many national and international accreditations were gained subsequently.

The University has 4 campuses:

- **Valenzuela Campus**, the Main Campus, and location for programmes in Medicine, Dentistry, Maritime, Hospitality, Business Administration plus Art and Sciences.

- **Quezon City Campus** catering for the same programmes as the Valenzuela Campus except for Dentistry.

- **Antipolo Campus** caters for the same programs as the Quezon City Campus

- **Pampanga Campus** provides education in respect of Medical Laboratory Science, Pharmacy, Psychology, Criminology and Travel Management.

In 2010, the Quality Management Systems of four colleges at OLOF, Maritime Education, Dental Medicine, Medical Laboratory Sciences and College of Hospitality and Institutional Management were certified to the ISO 9001:2008 standard.

In June 2012, university-wide ISO 9001 was implemented to increase customer satisfaction, improve product quality and gain international quality recognition.
By October 2012, OLFU was awarded the prestigious ISO 9001:2008 Management Systems certification by AJA Registrars. Another OLFU Campus, the Quezon City Campus also obtained the University Wide ISO 9001:2008 Quality Management Systems Certification Compliance.

Thus, Our Lady of Fatima University has earned the distinction being an autonomous university, as well as being recognized as a mature teaching institution by CHED IQuAME (‘Institutional Quality Assurance Through Monitoring and Evaluation’) Category A (t) and having been awarded ISO 9001:2008 university-wide.

Our Lady of Fatima University is a wholly private institution and does not receive government funding.

4.2. The College of Dentistry

In January 1996, Professor Arturo de Leon was appointed the Founding Dean. In June 1996, approval was obtained from the Filipino authorities to start a Doctor of Dental Medicine (DMD) Programme which lasts for six years, including a two-year Pre-Dental Course.

The move into the College premises began in the same month as did the arrival of the first students. These were transferees from other dental institutions, coming with credit transfer and 4 were able to graduate as early as March 1999.

The College of Medicine Building and the Allied Medicine Building (AMS) where the College of Dentistry is situated are on the Valenzuela Campus. Common areas are Wi-Fi accessible. Also situated adjacently in Valenzuela is the Fatima University Medical Center that is a partner institution for the College of Medicine.

The College of Dentistry shares the general facilities such as classrooms and library with other programmes in the Allied Medicine Building but specialized facilities embedded specifically for dentistry. Of these a 26 dental chair Dental Wellness Centre forms a centerpiece. The arrangements of those facilities are those from the early days of the establishment of the College. However they will be re-provided to modern standards when the College moves into two floors of an entirely new five-story building to be completed before the end of 2015.

The curriculum for dental education as outlined in the policies and standards of Commission on Higher Education (CHED), in the Philippines mentioned above is followed. The College takes advantage of allowance for institutions to tailor that course and enhances it in various ways.

Thus the two year pre-dentistry programme includes numerous subjects, notably introductions to anatomy, physiology, law and ethics and what in many parts of the world would be considered to be mind-broadening courses of a wide ranging nature.

In the next two years the students begin the didactic part of the DMD programme taking 43 units in year one and 47 units of instruction in year two of the whole range of
the conventional dental primary degree subjects. Finally they work intensively for two years using the clinical facilities.

Upon graduation with the degree of DMD students in the Philippines undergo a period of two to three months preparation before taking the National Licensing Examination. The College of Dentistry addresses that by its External Alumni Services Unit which arranges activities to improve performance of the new dental graduates though an In-House Review Programme that includes written and practical examinations and a comprehensive dental review. The College is the only dental college to offer this program at no cost. The Visitors regarded this as Best Practice.

5. Strategic Planning

5.1 The University’s Mission, Vision and Quality Statements

Vision: To improve man as man by developing individuals through a legacy of excellent education and compassionate value formation

Mission: The noble dictum “improving man as man” embodies the existence of Fatima Medical Science Foundation and Our Lady of Fatima University as educational institutions dedicated to the holistic formation of men and women imbued with the necessary skills, virtues and academic development.

Aims: To achieve this end, the University aims to:

1. Commit itself to the service of society through quality education;
2. Develop the capabilities of individuals in order to maximize their potential;
3. Nurture future professionals with the requisite academic foundation and conventional skills so as to mould them into highly respected leaders and members of society;
4. Respond effectively to the changing needs and conditions of the times through continuing professional education and research;
5. Inculcate social awareness through community outreach program;
6. Imbue a deep sense of nationalism and pride in our Filipino heritage; Uphold virtues of truth, justice, integrity, compassion and faith in God.

Core Values: Through innovative learning strategies focused on strong and updated academic foundation with enhanced industry skills and experience, a graduate is expected to be an ACHIEVER. The graduate:

A; Aspires To Do His Best
C; Is Credible and Compassionate
H; Is Hardworking and Honourable
I; Is an Inspiration to Others
E; Is Efficiently Entrepreneurial and Employable
V; Is A Visionary
E; Is Ethical and Has Excellent Work Habits
R; Is Responsible.
5.2 The College of Dentistry’s Vision, Mission, Objectives and Expectations

Vision: The College of Dentistry envisions being the foremost provider of dental education which facilitates the formation of dental professional within the context of nation building and interdependency amongst the countries within the region.

Mission: Operating within the tenets of excellence and relevance, The College of Dentistry dedicates itself to develop competent dental professionals who are not only proficient in their chosen vocation but also very much involved in the promotion of progress in the community.

Comments by the Visitors:
The Visitors noted the vision and mission of the University to “Improve Man as Man” with various noble aims and underlying values. The College of Dentistry has designed its own vision and mission that are generally aligned with the University’s aims and yet relevant to the profession and the nation.

General Objectives:
The College of Dentistry aims to establish a learning institution which will implement a competency-based curriculum designed to develop dental professional who are: Scientifically knowledgeable, technically capable, and socially sensitive in delivering total oral health care to the members of the Filipino community.

Specific Objectives:
To:
1. Sincerely indoctrinate, among all members of the different sectors of the institution, the school vision and mission in order to infuse a positive academic and professional “culture,”
2. Maximize positive learning experiences involving the academic staff, the students and patients in an institutionalized faculty/student consultation program,
3. Conduct regular faculty development programs designed to further enhance their academic, clinical and managerial knowledge and skills,
4. Develop a perceptive needs assessment program to aid in delivering comprehensive oral health care service the community,
5. Fortify an academic and professional network with both local and international institution through grants and exchange programs.
6. Institutionalize a viable research program in support of instruction as well as the enhancement of the quality of the extension services of the College,
7. Institutionalize and effective program for documenting clinical cases as part of a dental research program or as a more viable teaching tool,
8. Implement a well- calibrated mode of evaluating the performance of all the members of the institution,
9. Conduct a monitoring program which will evaluate the functional status of all equipment, support units and physical facilities

Our Lady of Fatima Dental College also has clear expectations of its graduates of Doctor of Dental Medicine. Thus they are expected to:

1. Pass the dentistry licensure examination and the practice dentistry as a profession.
2. Pursue continuing education in dentistry through available scientific conventions locally and internationally.
3. Participate in continuing personal and professional activities in furthering the dental profession through quality research and postgraduate education.
4. Apply business principles, business practices and entrepreneurship, as well as identify and develop innovative business opportunities.
5. Demonstrate adherence to ethical, legal and moral standards in the practice of the dental profession.

Comments by the Visitors: This emphasis on dental graduates being fit to serve the community is to be applauded. That sense of direction and the fact that there was a well-developed Student Support Service to achieve these outcomes is Highly Commendable.

6. The Administrative Structure

6.1 The College has two Divisions for teaching and learning functions, namely Basic Sciences and Clinical Dentistry. Each has a Head/Coordinator who reports to the Dean. The Dean is assisted by the College Secretary. There is also a parallel structure for research led by a Research Coordinator. Other coordinators in the College, (not shown in the diagram), are the Social Orientation and Community Involvement Coordinator, Student Affairs Coordinator and Alumni Affairs Coordinator.
6.2 Observations on the Organisational Structure of the School

The Visitors regarded the Administrative Structure as being compact with clear lines of delegation and accountability. Staff at all levels could readily contact their superiors and it was made possible for any member to access the Dean directly and arrangement was regarded as Commendable.

However, it was also noted that several Coordinators and in some cases quite junior staff had heavy administrative loads yet little if any administrative support or training in administrative matters was provided. It is Recommended that staff with such responsibilities are supported with management training, and where major tasks of innovation or implementation arise that the responsibilities of implementation be borne by specially-created short term Task Forces.

7. The Undergraduate Program

7.1. An Overview of the Educational Program.

OLFU is a private university where since its inception there has been no requirement or preadmission screening for the applicants. The School also accepts students transferring from state run or other private dental colleges on a similar basis.

The dental curriculum has a traditional subject-based design. Lectures are the major mode of delivery of elements not involving clinical practice. The clinical curriculum is driven by requirements with a strong emphasis on numbers of procedures to be completed. Community Dentistry and community service experience form a significant part of the training. Case Based Learning as well as a logbook case or Terminal Competency Assessment Programme (TCAP) focusing on the Filipino Dentist Licensing Examination are a major focus at the end of the dental course.

Various types of formative assessment are employed with summative assessments following a discipline-based pattern, although there is no discipline-based departmental structure as such. The Pre-Dentistry and Basic Science Dentistry courses appeared to be delivered under an outcome-based student-centred design.

Comments by the Visitors: The OLFU Student Counselling and Support Services are very effective in helping students with varied background to cope with the demanding professional course of dentistry while the Terminal Competency Assessment Programme (see below), and similar initiatives provide student support to achieve successful outcomes and equip graduates so they are fit to serve the community.

7.2 The Design of the Educational Programme

As mentioned under Section 4, the OLFU undergraduate programme lasts for six years, including the two-year Pre-Dentistry preparatory course. The DMD Programme proper is four years in length, divided into two years of pre-clinical dentistry followed by two years in clinical dentistry and community dentistry programmes. The current annual intakes of about 90 students are divided into three groups each of about 30 students to ensure quality of education and effective scheduling.
The Visitors considered this gave staff an opportunity to know students as individuals and was **Highly Commended.** However safeguards and formal monitoring mechanisms can be put into place to ensure that the students in each group have similar learning experiences to those students in other groups.

The School has a reasonably clearly stated educational philosophy, domains of learning, and mapped pedagogies for the various stages of training. Preclinical students self-evaluate and assess their own achievement during simulation training. The delivery systems of the curriculum included Problem Based Learning (PBL), an aspiration which was **Commendable.**

Nevertheless on some occasions it seemed that it was Case Based Learning instead of Problem Based Learning (PBL) was taking place. To conduct PBL effectively and to enhance the quality of this valuable form of learning it is **Recommended** that workshops take place to train staff in PBL facilitating and problem writing.

The clinical instruction for the DMD Programme is delivered in a polyclinic setting, although that lay-out thus far is not used to teach in a Comprehensive Oral Wellness Care mode. The clinical teaching at the College has a number of interesting features. Case Studies are carried out, there is Journal Reporting, and there are Weekly Clinical Conferences. Also students have a ‘We Care Logbook’ in which patients’ feedback is recorded. This was regarded as **Best Practice.** There also was 20/20 tasking in Clinical Supervision and Self-Assessment in Simulation Teaching. The Self-Assessment is used to encourage students in the process of self-reflection and is **Commended.** In addition, prior to clinical session’s students and staff carry out what was explained as Exercise Ergonomics, but is more properly known as Calisthenics.

The College is also moving towards wide-ranging Caries Risk Management and Minimum Intervention Dentistry approaches to oral healthcare which follows contemporary practices. As part of the former approach, saliva tests and plaque tests are already conducted for high-risk patients. There is also an intention to incorporate the ICDAS (International Caries Detection and Assessment System) caries grading system into the activities of the College.

The Visitors were pleased to see these progressive moves towards rolling out a comprehensive caries management strategy all patient care activities. To increase the profile of the College, it is **Recommended** that a document showing the programmes for instructing and standardising staff and students is produced. Furthermore together with its ICDAS initiative the College may wish to implement the ICCMS, (International Caries Classification and Management System), the counterpart to the ICDAS.

The activities in the College include engaging the community with very energetic interactive oral health promotion programmes. The Visitors were taken to see one such activity that involved an entertaining puppet show in a community with many young children. It would be very informative if impact studies were carried out on such occasions as the positive results which would undoubtedly emerge would be very good for the image of the College in the University and the communities concerned.
7.3 Educational Program – Assessments

In the assessment of students a wide variety of evaluation tools and instruments are used at the College. They were seen to be modern and valid for their purposes. The instructors personally grade examinations and other requirements submitted by students. The final marks given appeared to be a fair appraisal of a student’s performance in the entire course. In the assessments provision is made for outstanding achievement to be recognised.

*The Visitors had a number of recommendations to make on these activities. A key Recommendation was that an Academic Task Force be established to ensure that questions were vetted and double marked. Also the Task Force may wish to review the currently used assessment tools so they are kept up-to-date and in particular effectively assess the achievement of the College’s stated Learning Outcomes.*

It was noted that in addition to the required cases specified by the Commission for Higher Education (CHED), the College of Dentistry sets additional clinical requirements for its students which is **Commendable**. It is hoped that will continue to be the practice as increased requirements stimulate students to acquire more clinical practice skills. *The approach will further be reinforced if competencies and outcomes of all requirements are measured using suitable scales and the results recorded.*

The requirement for students to further refine their clinical competency by integrating the knowledge, skills and attitude in formulating and providing Comprehensive Oral Wellness treatment to one or more patients was noted as **Best Practice**. However it was **Recommended** that this activity be carried out whenever scheduling permits in the Comprehensive Clinic setting rather than one associated with any particular discipline.

7.4 Course Enhancement and Future Development Plans

The Visitors had their attention drawn to courses added by the College to the basic requirements of the National Curriculum. Those courses included: Pedagogy; Perspectives in Dentistry; Infection Control and Forensic Dentistry. The Visitors considered that while these might be exclusive to the College, they did not seem particularly innovative. Such additions to the basic course need to be assessed for teaching and learning value and their outcomes measured for that purpose.

The College has wide-ranging plans for faculty development. These include enhancing the activities of the faculty staff by increasing their enrolment to postgraduate courses and their involvement in research projects leading to increasing numbers of publications in peer-reviewed journals. There is also an intent to increase student enrolment and decrease the student attrition rates. Finally the College is seeking to encourage more of its new graduates to join the national community dental services.

*The Visitors Commended these aims but Recommended in each case that annual targets be set for each of the areas above so that the extent of success could be*
measured and when necessary existing development initiatives be enhanced or new ones added.

8. Postgraduate Programs

The Dental College does not provide any postgraduate programme at present.

9. Research Activity

Despite the current challenges of ever increasing student size, thanks to the highly successful Dental Program and the notable track record of success in dentist licensing examination, the OLFU Dental College quite admirably has chosen to strive to be a centre of research excellence in the country. The development of research related infra-structures however are yet to take place.

Initially however a potentially widely-ranging programme with the acronym R.O.A.D. - Research Oriented Agenda for Development - embodies the collective endeavours of the University to systematic and innovative researches dedicated to the societal improvement. The R.O.A.D. provides several strategic research agenda composed of sequential plans aimed at the development of innovative research dedicated to societal and environmental improvement.

One interesting research endeavour that is being conducted by the College is a collaborative effort with its sister school, the Kanagawa Dental College, a private university at Yokosuka, Kanagawa, Japan. The two institutions are following a harmonized research protocol using both Filipino and Japanese individuals as research subjects. The joint effort aims to gather a profile of an Asian dental patient using morphological parameters of the skull, dentition and sinuses.

At present, research is funded largely from internal sources. Staff’s involvement in research are mainly related to undergraduate student projects.

The Visitors had some concerns about nurturing research for junior faculty members. More protected time and a more structured mentorship scheme could be built into the system if strength in research is a goal to be achieved in the near future. Training in research project design etc. has to be provided. It was Recommended that the School set achievable targets over a designated period aiming at national/international research funding awards and peer-reviewed publications.

10. Human Resource

Annual intakes of students have risen from eight students at 1996 to more than 90 currently. The present undergraduate complement of 164 in the Pre-Dental Course and 421 in the dentistry proper (DMD) programme together with the ambitious but yet to be achieved working plan of 100% licensure examination passing rate and full employment strategy for all Dental College graduates means that the institution will have to undertake the enormous task by placing great demands on staff.
Fortunately Dean Arturo de Leon has been given full support from OLFU leadership to hand pick his Faculty members which has translated into a loyal, harmonious, highly coherent, dedicated group of teachers. Quite a few senior staff is also currently leaders of their dental Specialties in the Philippines. The work environment for staff and learning environment for students is extremely pleasant and friendly.

To take advantage of the positive situation the Visitors Recommended that more institutionally-supported opportunities are provided for staff to acquire specialist qualifications, and that all staff have personal development plans on file.

The present staff are mostly quite young and extremely enthusiastic and have a high level of respect for their leaders who have achieved so much in a short time. The Visitors found all staff to be very highly motivated, communicative and receptive to ideas of change. Students reported that they had a dedicated and supportive academic staff who they greatly appreciated.

It is Commendable that 19% of teaching staff have doctoral degree while 57% had masters degrees or above with a few faculty members with Master of Education Degree. Senior staff are approachable and willing to coach junior staff in executing their duties. Yet the clinical backgrounds of most the faculty teaching staff at present can only be described those of general practitioners with fields of inclination. However they carry out their clinical and teaching roles with great enthusiasm.

It was noted the entry level for staff was Assistant Professor and thereafter the next ranks are Associate Professor and Professor. That means that all staff are categorised into various ranks of Professors. The ranking can be progressively adjusted to regional norms and different incentives created to encourage new staff to join rather than an elevated academic rank.

For staff evaluation purposes in regard to teaching the Visitors Recommend that be done under for headings: The success of the staff member in 1) Supporting and facilitating learning by the students; 2) Motivating student to learn more; 3) Stimulating students so they have enquiring minds; 4) being a Role Model for students in respect of professionalism, and upholding the values of the institution.

11. Physical Facilities

Lecture halls and tutorial rooms appear adequate to support current program. Library facilities and internet services are provided. However, the School could increase library resources especially e-books and ISI journals, online bibliographic databases like OVID, Science Direct etc. to support learning and research of staff and students.

The clinical facilities well-appointed and all staff and students were well equipped with Personal Protection equipment which was Commendable. In adjacent areas the use of safety protective procedures by the staff and students was also noticed.

With regard to the clinical facilities due to the popularity of the DMD programme the number of students entering the clinical years is rapidly increasing and their clinical training could be restricted by the number of available dental chairs. There is a National Guideline requiring the ratio of student clinicians to chairs be 1:4.
The ratio at the College is now 1:5 and managed by careful scheduling of the clinical modules. The Visitors considered that there was a danger that these arrangements could fail and therefore it is **Recommended** the College avoid managing such a situation by timetabling and instead seek meritoriously to exceed to National Guideline and aim to have a ratio of at least 1:3 chairs to student clinicians in its new facility.

A paperless clinical recording system was used, the Clinic Genie Information Management System. But was seen to be not real time and to have other limitations. **The Visitors Recommend** adoption of a real-time electronic patient management system, *e.g.* the open access software OpenDent system, in the new clinic to be commissioned in June 2015.

A new OLFU building is going to be completed by mid-2015 in which two floors would be designated for Clinical Dentistry training. This will give the College an opportunity to install state-of-the-art clinical facilities including those addressing modern infection control procedures with particular reference to instrument sterilisation.

**The Visitors Recommend** that there be clear designation of dirty and clean areas for sterilisation of instruments – central processing of dirty instruments and that there is proper instrument storage areas in clinic for students. If it is the intention of the College that students buy their own instruments then a fee can be charged for those students’ instruments which thereafter during the course of training are kept in the clinic.

### 12. Conclusions

Our Lady of Fatimah University, Dental College has two exceptional features to be borne in mind whilst reading this Report. Firstly, there is the relative newness of the School; the first undergraduates only entered some nine years before this Review. Secondly, the School has chosen open admission of dental students and attempted to deliver dental education to all students regardless of their prior background.

The high level of leadership commitment and educational resourcing conveys the impression of a dental institution poised to make great achievements in the years to come, particularly if the current rates of progress and adjustments are maintained.

Nevertheless, as is frequently stated, a SEAADE Peer Review Report cannot be exhaustive in its descriptions of matters for praise nor in its listings of areas for concern. Rather the Reports identify a few key matters that will enable the institutions visited to progress further towards full international status. In the case of the Dental College, therefore the Visitors consider that some form of review with regards to the professional development of junior academics to guide and enable them to progress in the academic ladder might be put into place in the near future.

However, finally, and inescapably the overall thrust of this Report is one of admiration for many achievements made in so short a time by a very dedicated group
of individuals. To be included on the list are accomplishment of purpose, contribution to the global dental educational debate, level of staff commitment, quality of facilities and there are many more smaller accomplishments which are outstanding in their way.

The Visitors conclude this Report by wishing the Dean, his staff and students every success. They found the Visit extremely interesting and worthwhile in every way.

Professor Dr. Toh Chooi Gait
Chairperson

Professor Leung Wai Keung
Visitor

Professor Dr. Frederick Charles Smale
Rapporteur

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